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ABSTRACT

The state-of-the-art review addresses the problems faced by rural education in the area of curriculum development and suggests that mechanisms for curriculum development may need to be different or redefined to allow rural schools to operate at their maximum potential. The report looks at the positive and negative factors influencing rural curriculum development and provides a definition of curriculum in the rural school district. Curriculum leadership and responsibility are addressed via eight components of the curriculum leadership hierarchy - administrator, curriculum director, curriculum steering committee, curriculum subject area committee, consultants, school board, students, and lay people. Six steps of planning and implementing school curriculum are outlined: (1) establishing the goal-objective hierarchy; (2) determining scope and sequence; (3) developing curriculum guides; (4) implementing curriculum through classroom instruction; (5) implementing curriculum evaluating activities; and (6) implementing curriculum revision based on evaluation findings. Among the nine advantages of the goal-objective hierarchy described are: development of curriculum can become systematic; relationship between school and individual teachers can be identified; and monetary allotments to departments or subject areas can be based on need. (AH)

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Curriculum Development in the Rural School

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November 16, 1982

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Curriculum Development in the Rural School

The need for an organized, dynamic curriculum exists in all school districts--both urban and rural. However, the very nature of rural schools and the problems faced by rural education suggest that the mechanisms for curriculum development may need to be different or at least redefined in order to allow rural schools to operate at their maximum potential.

Rural schools located all over this nation have one or more characteristics which set them apart from their urban counterparts. Nachtigal defines rural education as (1) those school districts with limited student population, (2) school districts with low student population density within a large land area and/or (3) those schools with a high degree of geographical isolation.[1] Rarely do rural schools exhibit all three major characteristics, but rural schools possessing one or more of these characteristics have a special need in the area of curriculum development. In short, curriculum development in the rural school can not function adequately as a micro-version of the curriculum structure found in urban schools.

Since the turn of the century, many curriculum authorities have either consiously or unconsciously advocated that rural school curriculums should be a small scale version of urban school curriculums. On the surface, this educational viewpoint has gone largely unquestioned since the school's major historical function has been to prepare students for entry into a highly urbanized, industrialized society. However, the logic of this

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[1] Paul M. Nachtigal, Improving Rural Education in America: Past Efforts, Some Ideas for the Future, Paper presented at the Conference on Educational Change and Development in the Rural Community, Melborne, Australia, November 28-29, 1979.

educational thinking concerning rural schools becomes questionable when we closely examine rural education over the last twenty years. A number of rural students have always choosen to remain in the rural community where they attended school. Therefore, one of the major responsibilities of rural schools remains unchanged to prepare students for entry into a rural society. Secondly, rural communities find that a number of their graduating students enter into an urban society for a limited period of time but return to that same community or settle in a similar rural community. Thirdly, the United States has generally experienced a reverse migration pattern since the beginning of the 1970's--a migration from urban to rural settings.[2] This influx of urban students into a rural school has caused a general increase in student population in selected rural areas. The logic of assuming that the rural school's primary mission is to prepare students for an urban, industrialized society is not totally sound.

The purpose of a curriculum in any school should be designed so that it allows graduating students to function in either a rural or urban environment (See Figure 1).

Regrettably, we see too many schools whose mission statement is oriented at producing students who can function in a highly urbanized, industrialized society. We have also observed social, political and economic trends over the years (i.e., school consolidation and rigid teacher certification standards) which have been aimed at making rural schools more urban in nature.

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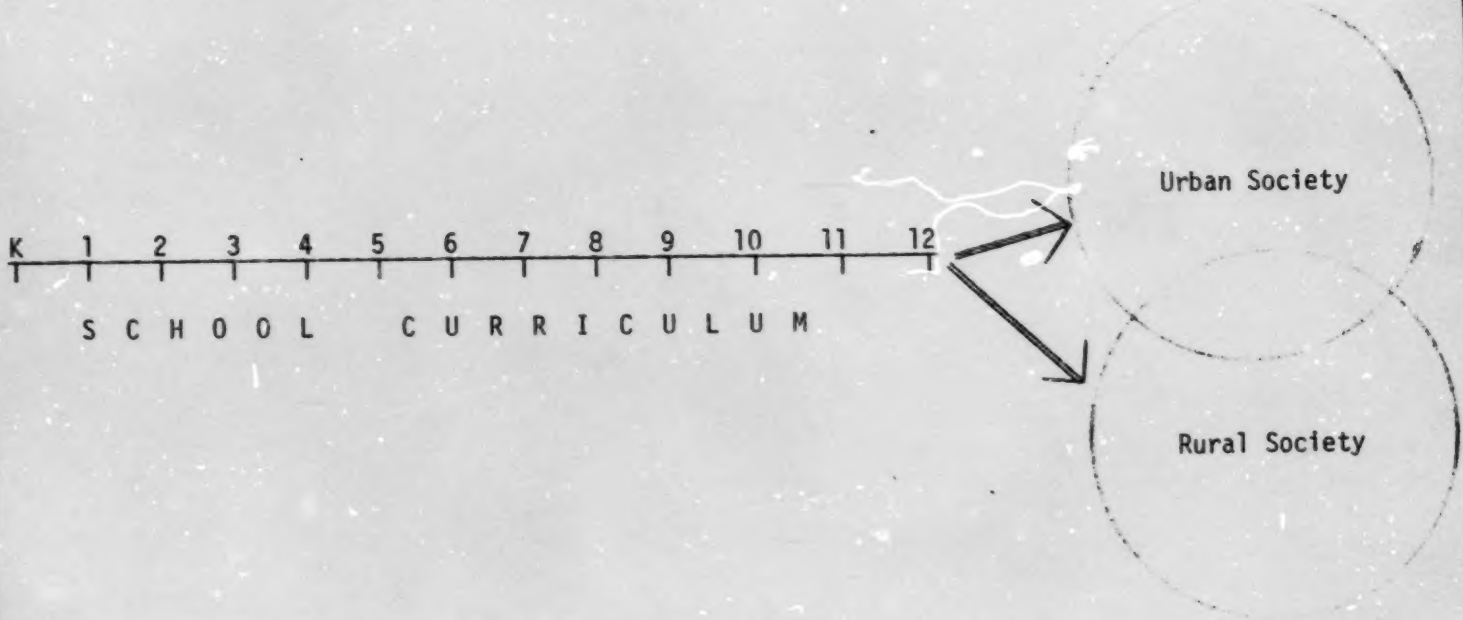
[2] Peggy Ross and Bernal L. Green, Impacts of the Rural Turnaround on Rural Education, (ERIC ED 168 759), pp. 1-49.



CURRICULUM DESIGN AND PURPOSE

Figure 1

The historic failure to recognize the unique and distinct nature of rural education continues to be a major problem in education today.

What Makes Rural School Districts Unique?

Unfortunately, there is not an abundance of education-related research information which substantiates the unique nature of rural schools.[3] There are more research studies conducted by rural sociologists on rural communities. However, many of their studies have focused on the problems associated with the community while the school remains a secondary focus of interest. Obviously, more indepth studies such as the Barker and Gump study must be encouraged and initiated.[4]

While there is not an overabundance of literature dealing with rural education as it relates to curriculum development, there is a sufficient amount of information available which allows us to be in to understand the problems faced by rural school districts in rural communities. The information found in Figure 2 attempts to identify some of those positive and negative factors affecting people associated with rural school districts. The purpose of this positive-negative listing is not to exhaust all the identifiable characteristics of rural school districts but to provide some perception of the number of complex problems associated with rural education.

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[3] The ERIC/CRESS Publication on Rural Education, published in June 1979, cites only 26 listings. A review of the dissertation abstracts concerning rural education from 1970 to 1980 shows less than thirty citations.

[4] Roger G. Barker and Paul V. Gump, Big School, Small School (Stanford, Calif.: Stanford Press, 1964).

	Positive	Negative
ADMINISTRATION	1. Greater opportunity for teacher administrator contact. 2. Greater potential for exercising greater control over total school structure (centralized authority). 3. Greater potential for developing leadership among staff members.	1. Multiple responsibilities for both administrators and staff. 2. Limited time available for curriculum development activities. 3. Limited administration training designed for rural education.
TEACHER	1. Greater opportunity for teacher-student contact. 2. Greater access to learning environment where knowledge can be applied. 3. Greater potential for course flexibility. 4. Greater opportunity for individualized instruction.	1. Greater likelihood for multiple teaching responsibilities. 2. Greater likelihood for extracurricular responsibilities and assignments. 3. High probability of isolation from teaching peers. 4. High probability of social and geographic isolation. 5. High potential for greater community expectations. 6. Greater likelihood for distant travel to and from rural school location. 7. Greater likelihood for limited pay over a period of years. 8. Limited teacher training designed for rural education.
STUDENT	1. Significantly more opportunities for participating in extracurricular activities. 2. Greater opportunity for teacher-student contact. 3. Significantly more opportunities for interaction by students between grade levels. 4. Greater potential for individualized instruction. 5. Greater potential for participating in smaller classes.	1. Greater likelihood for distant travel to and from school 2. Greater potential for social-cultural isolation. 3. Greater potential for limited accessibility to multiple teacher with multiple teaching styles.
COMMUNITIES	1. Greater potential for positive school board--teacher--community relationships. 2. Greater potential for community involvement in school affairs.	1. Greater likelihood of an inability to attract teachers to rural settings. 2. Greater potential for teacher turnover. 3. Greater probability for limited financial operation base.

POSITIVE AND NEGATIVE FACTORS ASSOCIATED WITH RURAL SCHOOL DISTRICTS[5]

Figure 2

[5] These positive and negative factors were gleaned from over sixty research and nonresearch articles written in the area of rural education.

Curriculum in the Rural School District

To analyze the type of curriculum needed in the rural school, a definition of curriculum is necessary. Doll defines curriculum as:

> . . . the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations and values under the auspices of that school.[6]

Tyler suggested that "curriculum is all of the learning of students which is planned by and directed by the school to attain its educational goals."[7]

Saylor and Alexander defined curriculum as a "plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population served by a single school center."[8]

All of the above cited definitions of curriculum are applicable to the rural or urban school since the ultimate design and purpose of public education is to produce competent, functional citizens in society. However, there is a need for producing citizens who can function in either a rural or urban society. In sum, the uniqueness of rural schools suggests that the means and ends in curriculum development may need to be specifically designed for that rural school in order to provide for the needs of rural youth.

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[6] Ronald C. Doll, Curriculum Improvement, Decision Making and Process, 2nd ed. (Boston: Allyn and Bacon, Inc., 1970), p. 6.

[7] Ralph N. Tyler, The Curriculum Then and Now, Proc. of 1956 Conference on Testing, Problems (Princeton, New Jersey: Educational Testing Service, 1957), p. 79.

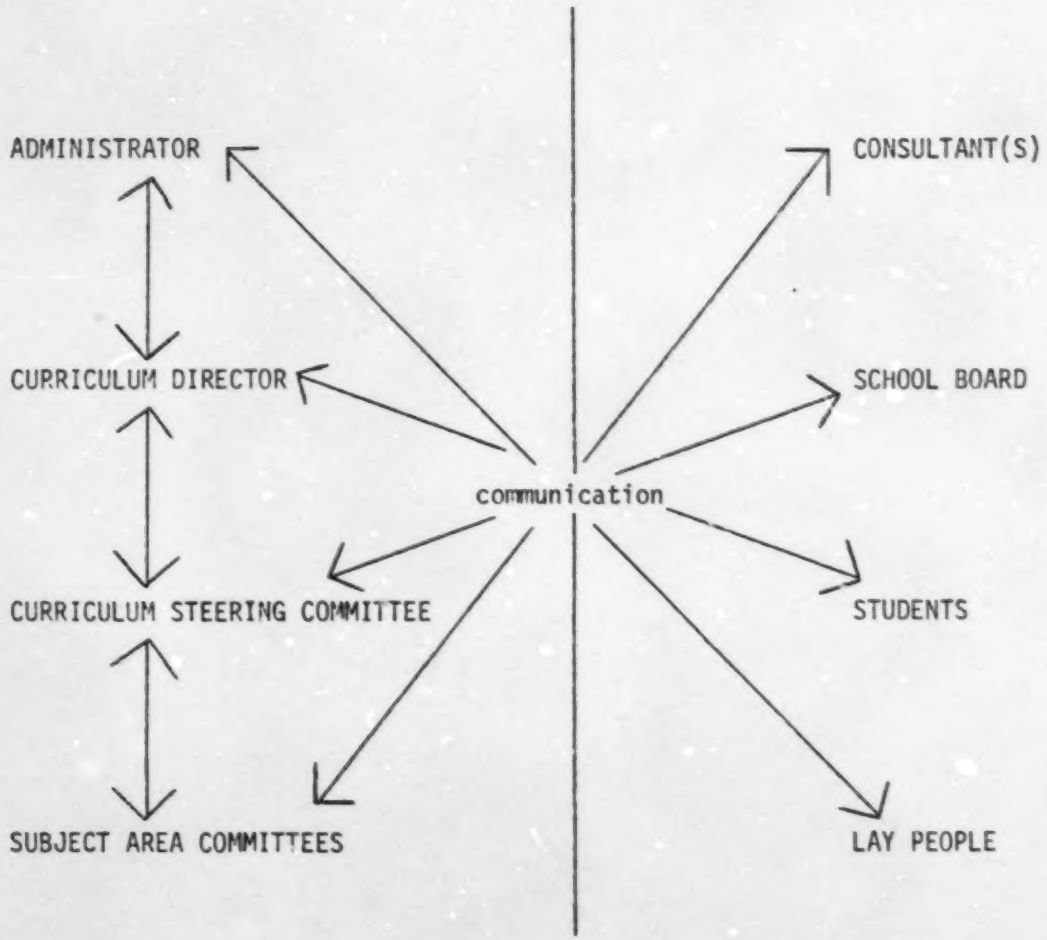
[8] J. Galen Saylor and William M. Alexander, Curriculum Planning for Schools (New York: Holt, Rinehart, Winston, 1974), p. 6.

Curriculum Leadership and Responsibility in Rural Schools

Limited student population, limited staff size and multiple roles played by both administrators and teachers, are a few of the critical forces affecting the curriculum in the rural school. As a consequence, those leadership roles necessary for effective curriculum development need careful examination. If curriculum development is to be an efficient effective process, the lines of leadership and responsibility must be clearly identified and understood. Equally important, the lines of responsibility must be clearly visible to all the patrons of the school district. In this manner, people can understand (1) how a school curriculum functions, (2) what roles are played by those personnel who make up the Curriculum Leadership Hierarchy and (3) the curriculum leadership's relationship to the total community.

The Curriculum Leadership Hierarchy illustrated in Figure 3 depicts those major curriculum roles needed to be carried out in a rural school. There are eight major components found in the Curriculum Leadership Hierarchy: (1) administrator, (2) curriculum director, (3) curriculum steering committee, (4) curriculum subject area committee, (5) consultants, (6) school board, (7) students and (8) lay people.

The Curriculum Leadership Hierarchy illustrates (1) who is directly and indirectly involved in curriculum development, (2) the lines of responsibility between and among curriculum leaders and (3) those people involved and affected by curriculum development activities. The Curriculum Leadership Hierarchy is intended to depict the vital necessity of involvement



CURRICULUM LEADERSHIP HIERARCHY IN THE RURAL SCHOOL

Figure 3

by those people affected by the curriculum--from the superintendent to the patrons in the community. The administrator, curriculum director, curriculum steering committee and subject area committees have major leadership responsibilities for curriculum development while the consultant, school board, students and lay people play an important but less direct role in the curriculum processes.

The Need for the Curriculum Leadership Hierarchy

The existance of a written document illustrating Curriculum Leadership Hierarchy is necessary even though many rural schools have one person who assumes more than one curriculum leadership role. For example, the superintendent or principal may also serve in the capacity as the curriculum director. In other rural school districts, we might see the curriculum director assuming the role of a committee member on the curriculum steering committee. In similar fashion, a faculty member on the curriculum steering committee may be a representative on one of the subject area committees.

The Curriculum Leadership Hierarchy document should guide the school in total curriculum development process: planning, implementation and evaluation. Problems or questions concerning the curriculum can be solved by asking three basic questions:

1. Who is responsible for solving the curriculum problem?
2. Where should the information be obtained to answer the curriculum problem?
3. How is the curriculum problem best solved?

The Administrator's Role in Rural Curriculum Development

The role of the administrator is critical in the rural school curriculum structure. The entire school looks to the administrator for leadership. Directly or indirectly, the administrator establishes an environment which extends or restricts the kind and number of opportunities for participating in curriculum development activities. As a consequence, it is vitally important that the administrator have: (1) a complete understanding of curriculum leadership, (2) the capacity to share and delegate responsibilities and (3) the ability to exhibit leadership when monitoring the various steps of curriculum development.

The administrator in the rural school must be able to exhibit strong leadership without dominating or smothering other emerging leadership in the curriculum structure. The enthusiasm and excitement shown toward curriculum development by faculty is often in direct proportion to the enthusiasm and excitement shown by the administrator. Support of staff through released time, materials, finance and personal encouragement will significantly affect the efficiency and effectiveness of curriculum workers.

If the administrator preceives curriculum development as change--change in terms of positive student growth, then that administrator must be an agent which fosters and channels that change in an orderly and meaningful fashion. This orderly and meaningful change comes about when the administrator exercises the skill of shared decision making among those people affected by the curriculum. Curriculum development becomes most effective when those affected by the curriculum, share in the creation of that curriculum. Without shared decision making, curriculum development

remains in the hands of the administrator or a small number of faculty members. The administrator's ability to orchestrate all other components in the cooperative decision making process is vitally important.

The Curriculum Director's Role in Rural Curriculum Development

The curriculum director is designated as the individual who is responsible for coordinating curriculum development activities. While this person is ultimately responsible to the administrator, the major leadership responsibilities call for implementing and monitoring the six major steps of curriculum development (See pages 18-19).

As pointed out earlier, the administrator of a rural school may often serve two roles--that of an administrator and curriculum director. In this situation, it is extremely important for the administrator to recognize this dual responsibility.

Major responsibilities assumed by the curriculum director include:

1. Scheduling those activities which deal with the basic elements of curriculum development.
2. Serving as curriculum resource person to teachers who need assistance related to specific subject matter areas.
3. Interacting with teachers on curriculum issues. The curriculum director should be responsible for alerting faculty to issues which address current problems in the curriculum.
4. Insuring that the curriculum is being implemented according to the basic curriculum plans developed by the school district.
5. Insuring that curriculum guides are being utilized in the total curriculum process. This responsibility includes regular evaluation activities aimed at determining the value of the curriculum guide and how the guide can be improved.

6. Implementing evaluation activities which determines curriculum effectiveness.

7. Securing the services of consultants when necessary to assist faculty in dealing with curriculum issues and problems.

8. Reporting directly and regularly to the administration about the progress being made in curriculum development activities.

9. Serving as liaison to parents, school board, lay people and students. The role of a curriculum liaison allows the curriculum director to identify issues and problems which can be acted upon.

In many respects, the curriculum director must possess characteristics similar to the administrator. This person must be committed to shared decision making which allows faculty and others to provide input when decisions are made about the curriculum. The curriculum director must have the ability to (1) communicate well without dominating or alienating other curriculum workers, (2) stimulate others in the importance of curriculum work by both word and deed and (3) assume direct and indirect leadership roles as the curriculum situation demands.

If the administrator holds dual positions--administrator and curriculum director, then an equal amount of professional workload must be allocated to the functions of the curriculum director as well as administrator. This "juggling act" is extremely difficult for rural school administrators. However, the role of the curriculum director is as important as the role of administrator in the Curriculum Leadership Hierarchy.

The Curriculum Steering Committee's Role in Rural Curriculum Development

This K-12 committee is the elected or selected representatives of the total faculty and deals directly with curriculum issues. This group

is usually responsible to the curriculum director who establishes the curriculum agenda.

The cooperation between the curriculum director and steering committee is extremely important. The combined leadership skills of the curriculum director and steering committee affect the total curriculum structure of the school district. Responsibilities and tasks of the curriculum steering committee are jointly determined by the curriculum director and committee members. They include the following:

1. Participating and guiding faculty in planning the basic components of the curriculum (i.e., The Goal-Objective Hierarchy, see pages 19-21).
2. Collecting information which evaluates how well the curriculum is being implemented (i.e., The use of surveys which include teachers, students and parents).
3. Developing and implementing evaluation measures in cooperation with the curriculum director (i.e., Follow-up studies which measure how well goals are being achieved by the school).
4. Editing and writing documents which relate to the curriculum structure (i.e., curriculum guides).
5. Serving as a sounding board for faculty members who see curriculum issues that need to be addressed by the school district.
6. Determining steps which need to be initiated to improve the curriculum.

The structure of the steering committee is extremely important. The steering committee members should be composed of teachers representing the various grade levels found in the entire school district (K-12). In many instances, we see rural schools with two steering committees: elementary and secondary. This kind of dual structure often hinders or prevents communication when trying to solve problems which affect

the total school district. A single steering committee structure in the Curriculum Leadership Hierarchy is usually more desirable for rural schools.

The selection or election of the steering committee is also extremely important to the success of curriculum development. The committee should be composed of teachers who are willing to (1) accept responsibility, (2) demonstrate leadership skills among their peers and (3) exhibit human relation skills which include providing information and listening at critical points in the curriculum communication process. Obviously, the most important qualification is that to professional competence.

The Subject Area Committees' Role in Rural Curriculum Development

The subject area committees, by design, should have a close relationship with the steering committee. The subject area committees are the curriculum workers in the Curriculum Leadership Hierarchy. As was the case in the steering committee, K-12 faculty representation should be present on each subject committee. Subject area committee members are actively involved in determination of school goals, subject goals, scope and sequence activities, and development of curriculum guides. Each subject committee's success at these tasks is vitally important to the total functioning of the other steps in school curriculum development.

As a consequence, the curriculum director and steering committee must orient subject area committees to their tasks and identify the subject area committees' importance in the Curriculum Leadership Hierarchy. Two major understandings that must be perceived by the subject area committees: (1) curriculum change is a deliberate and systematic process and

(2) broad-based or shared decision making is a major principle in curriculum development.

A major curriculum strategy which insures the effectiveness of subject area committees is the amount of working time made available to them. Regularly scheduled meetings with specific and detailed directions from the curriculum director and steering committee is imperative to insure the success of these committees. However, when these responsibilities are added on to the existing responsibilities of rural educators without adequate provision of time, the tasks of the subject area committees are likely to become burdensome.

The Role of Students in Rural Curriculum Development

Needless to say, the role of students in the Curriculum Leadership Hierarchy has been historically controversial. In theory, curriculum experts have regularly advocated student involvement in curriculum development. In practice, however, students involved in curriculum development has occurred with limited frequency. Irrespective of the problems associated with student participation in the curriculum, it is important in the development or rural schools.

The degree of student involvement should be monitored carefully. Under normal circumstances, students neither have the experience nor the knowledge to be the primary decision makers in the curriculum. However, students do possess an overwhelming amount of information which can be used in the total curriculum process. Student involvement should be regular and systematic. It is essential that students should not

perceive their involvement or role in curriculum development as one of tokenism. The fear of student involvement often stems from the difficulty of channeling student input in a constructive manner. This need not be the case. Carefully channeled student input can lead to a great sense of curriculum involvement and appreciation by those people who are most directly affected by it.

The Role of Lay People in Rural Curriculum Development

Lay participation in curriculum development is paramount for rural schools. Some experts would contend that the potential for lay participation in the rural school's curriculum is greater than in the urban school. While this contention may not be true for all rural schools, the necessity for lay participation is undeniable. The degree of lay participation in the rural school, however, is heavily dependent on the financial social-economic make-up of the community.

Lay people's involvement in the curriculum, as in the case of student involvement, should be regular and systematic. Lay people should play an important role in determining the "what" of curriculum but not the "how" of curriculum. Their role should not be one of domination or control of the other curriculum committees. Equally important, the role of the lay people in the curriculum process should not be one of tokenism. Their orientation to curriculum development and participation on the various subject committees can be invaluable in contributing to the establishment of a quality curriculum.

The Role of the Consultant in Rural Curriculum Development

The role of the consultant in rural school curriculums can range

from one of nonexistence to complete curriculum domination. The curriculum consultant should provide assistance with the process of curriculum rather than producing the products found in the curriculum. Effective, efficient school curriculum leaders make prudent and regular use of consultants. Often the consultant can initiate activities which are difficult or impossible for the administrator or curriculum director. Essentially, the consultant can play two vital roles in the total Curriculum Leadership Hierarchy:

(1) providing orientation to faculty on curriculum development steps and procedures and

(2) orchestrating the school district activities involving one or more of the six major steps of curriculum.

Personal and professional qualities in consultants should be considered when involving them in the curriculum leadership.

Curriculum consultants should possess the following competencies or qualities:

1. a philosophical commitment to curriculum as a long-term process rather than short term or single activity process.
2. credibility as a teacher and leader whose curriculum concerns are student-oriented.
3. human relation skills which permit a harmonious working relationship with the total staff rather than only a working relationship with administration or curriculum director.

The Role of the School Board in Rural Curriculum Development

School board participation in the curriculum development process is obviously essential in rural schools. Since this governing body makes many decisions (financial, hiring personnel, etc.) which will affect the school district, their involvement and awareness as it relates to curriculum development may be as important or more important than any other component

in the Curriculum Leadership Hierarchy. The administrator and curriculum director are directly responsible for keeping the school board informed about curriculum problems and issues that need to be addressed. School board members should not take a leadership role in the curriculum development process but they should be functioning, contributing members.

Overall, four things should occur from a comprehensive understanding of the Curriculum Leadership Hierarchy:

1. The school district can recognize the importance of specific leadership roles needed in curriculum development.
2. The school can recognize the lines of responsibility between and among the leaders in curriculum development.
3. Curriculum fragmentation or stagnation can be isolated at the point at which it is occuring in the curriculum hierarchy.
4. Improved communication and relationships between and among people involved in the curriculum can result from knowing how curriculum leaders can and should function.

THE SIX STEPS OF PLANNING AND IMPLEMENTING SCHOOL CURRICULUM

Unfortunately, the mere identification of the Curriculum Leadership Hierarchy does not insure that effective curriculum will occur in the rural school district. Curriculum developers must insure that curriculum development is carried out in a logical, orderly process. To make the curriculum leadership roles operational, the six steps of planning and implementing school curriculum must be identified and implemented.

The six basic steps of curriculum development will assist the curriculum developers in recognizing what is needed in the curriculum and further delineates specific responsibilities in developing a comprehensive, systematic curriculum. The six basic steps of planning and implementing

curriculum are:

Step 1: Establishing the Goal-Objective Hierarchy
(School goals, subject goals, competencies and instructional objectives)

Step 2: Determining Scope and Sequence
(Establishing what is to be taught and when those concepts are to be taught)

Step 3: Developing Curriculum Guides

Step 4: Implementing Curriculum Through Classroom Instruction

Step 5: Implementing Curriculum Evaluation Activities

Step 6: Implementing Curriculum Revisions Based on Evaluation Findings

STEP ONE: ESTABLISHING THE GOAL-OBJECTIVE HIERARCHY

Any rural school's curriculum provides overall direction. The Goal-Objective Hierarchy is the master plan for establishing the direction for the entire school district. The development of this blueprint includes the involvement of the administration, faculty, students, parents, school board and lay people. Basically, the Goal-Objective Hierarchy should represent those outcomes expected of all students at the date of graduation. Thus, the Goal-Objective Hierarchy represents an explicit statement of those behaviors of attitudes possessed by each of the students upon entering society.

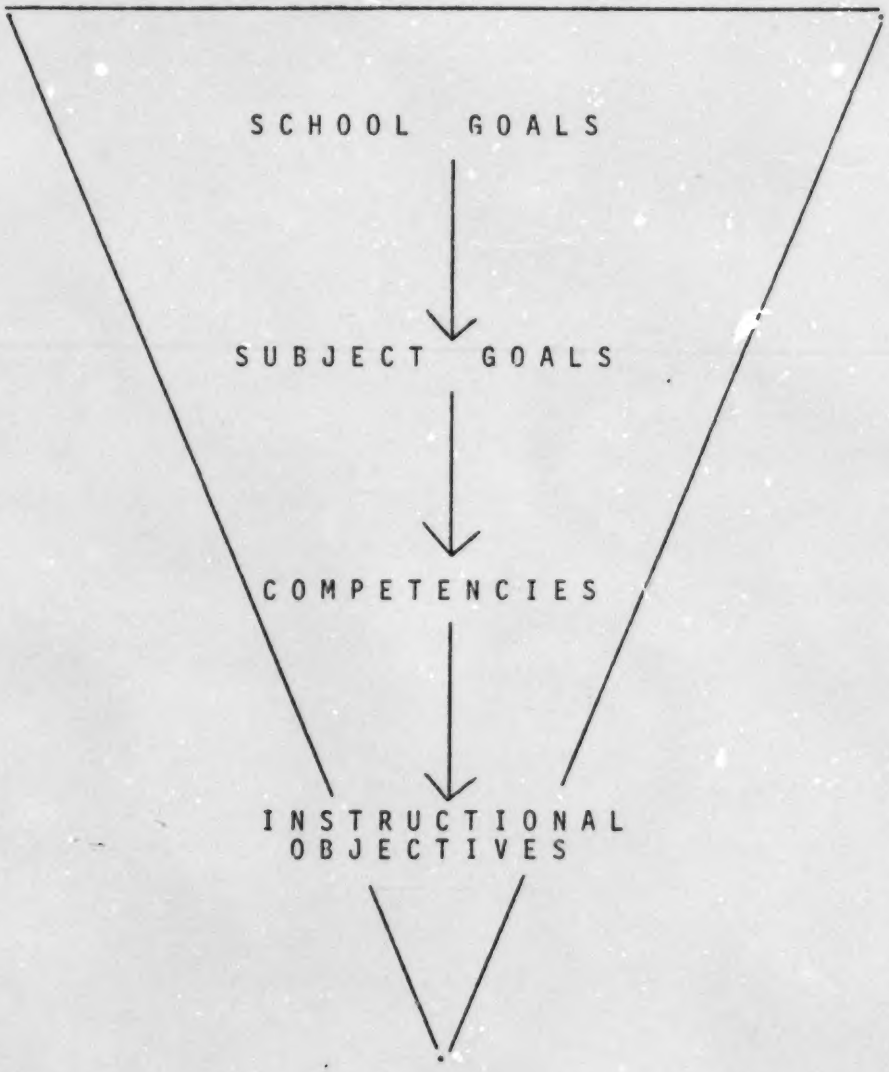
The establishment of the Goal-Objective Hierarchy is the first critical step in curriculum development. As stated earlier, it is especially important that those people affected by the curriculum have a direct voice in identifying student outcomes. This involvement is necessary since the purpose and direction of school must be valued by those carrying out the responsibilities of the curriculum. Without group participation

in establishing school goals, personnel will never value the purpose of the organization or appreciate the contributions by the total staff. The strategy of broad-based decision-making in the Goal-Objective Hierarchy allows the rural school to maintain and retain its identify and autonomy. The rural school district, in effect, has the responsibility to chart its own direction and a high degree of self-determination is a critically important concept in perpetuating rural education as we now know it.

The Goal-Objective Hierarchy is made up of four distinct elements. They are: school goals, subject goals, competencies and instructional objectives (see Figure 4).

The various elements of the Goal-Objective Hierarchy are depicted in an inverted pyramid fashion to illustrate that (1) the elements become more specific as they progress from top to bottom and (2) each element is derived from the preceding element. The Goal-Objective Hierarchy represents one of the most important steps in curriculum development since it identifies the sequential steps for curriculum leaders to follow in establishing student outcomes (see Figure 4).

One of the major advantages of the Goal-Objective Hierarchy is that it allows faculty members to perceive themselves as important people in an organization which has a committment to definite student outcomes. Rural schools operating without the Goal-Objective Hierarchy often have teachers who feel isolated and alone. They sense they are part of an organization in which they have little or no control. The identification and use of the Goal-Objective Hierarchy can demonstrate the type of control that faculty members have on the curriculum.



GOAL OBJECTIVE HIERARCHY

Figure 4

School Goals: The First Element in the Goal-Objective Hierarchy

The upper element in the inverted pyramid is labeled school goals. The identification of school goals is a troublesome exercise for a number of rural schools. Many times, school goals are nonexsistent; that is, schools have never participated in goals setting exercises. In other instances, school goals have been written several years ago by a handful of people. Irrespective of the circumstances, the absence of meaningful school goals is a feature too commonly found in rural school curriculum development.

School goals can be defined as student outcomes statements with broad direction or intent. They are comprehensive in nature and timeless. The term timeless means that the goals can be achieved at any time in the K-12 curriculum. This means that they are all encompassing statements of the content and experiences encountered by students as they move from one grade level to the next in the K-12 organization. They should be written in terms of student outcomes and not what the school will be doing for the students.[9]

1. The student will develop good character.
2. The student will develop a desire for learning now and in the future.
3. The student will develop a feeling of self worth and dignity.
4. The student will develop the ability to use leisure time effectively.

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[9] This is an essential distinction since many historical goals are written in terms of what the school will do for the students. School goals, as described here, are statements of what the student will be able to demonstrate at some point in the K-12 continuum, not what the school will do for the student.

The actual development of school goals in the rural school district may be accomplished in several different ways. One major method is the selection and use of goals developed by educational organizations such as Phi Delta Kappa. The Phi Delta Kappa materials[10] are an excellent source of school goals which can be used by school districts. The major drawback about the Phi Delta Kappa materials is that they were developed largely in urban school districts. The rural school district may want to avoid adopting school goals which were largely generated for use in urban school districts.

If established goals such as the Phi Delta Kappa materials prove to be unacceptable or unusable, the technique of organized brainstorming becomes a viable approach to school goal identification. Through directed exercises by the curriculum director or steering committee, essential school goals can be identified by the entire school district.

The case study method is a potential technique which could be employed by the school district to establish school goals. In this strategy, personnel in the school district collectively identify problems or situations existing within the school. The problem or situation which needs an immediate solution is studied and data is collected surrounding each problem; a school goal is then generated which attempts to solve the problem.

One of the most common methods used in establishing school goals is the borrowing of established school goals from other school districts.

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[10] Educational Goals and Objectives, A Model Program for Community and Professional Involvement, by Commission on Educational Planning (Bloomington, Indiana: Phi Delta Kappa, n.d.).

This practice is highly acceptable, provided that both schools have similar social and economic characteristics.

Subject Goals: The Second Element in the Goal-Objective Hierarchy

The second element found in the inverted pyramid is subject goals. It is important to point out that the total school district is not responsible or involved in the establishment of subject goals as was indicated in the establishment of school goals. Only those K-12 teachers responsible for teaching the various disciplines in the classroom are involved in writing subject goals.

Subject goals can be defined as broad statements of student outcome related to specific subject matter taught in the curriculum. The purpose of establishing subject goals is to allow teachers of the different subject areas to specify how they are going to fulfill the school goals. Subject goals are broad in nature and are timeless. The term timeless means that the subject goals can be accomplished at one or more grade levels in the K-12 curriculum. Subject goals are more specific that school goals, but less specific than the other two elements found in the Goal-Objective Hierarchy: competencies and instructional objectives.

The responsibility for developing subject goals belongs to the Subject Matter Committees, because these faculty are directly responsible for teaching subject matter content or concepts.

To be successful in identifying subject goals in the Goal-Objective Hierarchy one must remember that the subject goals relate to a specific subject taught within the curriculum. Examples of subject goals include:

Science: The student will practice safety measures designed for science areas in the school.

Social Studies: The student will understand and appreciate the basic freedom of democracy.

Mathematics: The student will develop skills in thinking, reasoning and proceed logically with mathematical concepts.

As the previous examples illustrate, the subject goals relate to those subject matters taught in the curriculum. A comprehensive listing of subject goals should exist for each of the subject matter disciplines. Subject goals might well be developed for the following disciplines found in the curriculum:

Science
Language Arts
Mathematics
Social Studies
Art
Business Education
Foreign Language
Vocational Education
Music
Special Education
Career Education

The involvement of the subject area committees in identifying subject goals is extremely important since each teacher is affected and responsible for content taught in the curriculum. Since each subject goal is drawn from a larger school goal, each subject matter discipline is able to determine how it is achieving the larger school goal. The development and use of subject goals will also be of great assistance to the staff when scope and sequence charts are developed for the school district.

Competencies: The Third Element in the Goal-Objective Hierarchy

The inclusion of competencies in the Goal-Objective Hierarchy is a relatively new addition ot the curriculum structure. The recent development of competency testing laws sweeping the nation has p ıced a tremendous

emphasis on competency identification in the curriculum. While universal agreement has not been reached on the definition of a competency by curriculum experts, the need for including competencies in the Goal-Objective Hierarchy appears to be unquestionable.

Competencies are defined as specific student behavioral outcomes. Competencies identify a specific skill that the student will demonstrate within a given subject matter. In terms of specificity, they fall between subject goals and instructional objectives. They are more specific than a subject goals and less specific than an instructional objective. Examples of competencies include:

Mathematics: The student will be able to perform the four fundamental operations with whole numbers, common numbers, common fractions and decimal fractions.

Social Studies: The student will trace his/her ancestry on both maternal and paternal sides of the family.

Shop: The student will operate power tools in a safe manner.

The task of writing competencies is extremely important to rural school districts in light of the competency testing laws being passed and/or considered in the various states. Those rural schools unfamiliar or unable to establish competencies will have difficulty in voicing concerns about the law being considered or passed in their state. Their ability to understand and respond to these pressures will ultimately affect their curriculum self-determination.

Instructional Objectives: The Fourth Element in the Goal-Objective Hierarchy

Instructional objectives are the last element found in the inverted pyramid representing the Goal-Objective Hierarchy. Instructional objectives

stand in contrast to the other three goal-objective elements since they are very specific in nature. Instructional objectives are defined as exact behaviors or attitudes that students will demonstrate in the classroom on a day-to-day or weekly basis.

Each instructional objective should have three elements: conditions, type of activity and criterion. The elements are defined as follows:

1. Condition: The circumstances or materials used when the instructional outcome is demonstrated.
2. Type of Activity: The nature of the behavior or the attitude which the student is expected to demonstrate.
3. Criterion or Criteria: The standard or measure which assesses how well the behavior or attitude is demonstrated.

Equally important, instructional objectives are written in three domains: (1) cognitive, (2) affective and (3) psychomotor. The cognitive domain deals with knowledge or content. The affective domain deals with feeling and emotions. The psychomotor domain deals with physical skills. The curriculum should represent a balance of all three domains since they show a concern for the total child.

It is important to remember (1) that the responsibility for writing instructional objectives lies in the hands of the individual classroom teacher, and (2) that instructional objectives identify exactly how the school goals, subject goals and competencies are being carried out. Illustrations of instructional objectives include:

Language Arts - 12th grade: After discussing and analyzing elements of creative writing, the student will use topic sentences at the beginning, middle and end of a paragraph. A minimum of one topic sentence will be written for every paragraph.

Mathematics - 3rd grade: In a money exchange role playing exercise, the student will make the correct change for any item selected for purchase. No purchase will be greater than five dollars in value.

Social Studies - Kindergarten: After viewing the television segment of Captain Kangaroo, the student will be able to identify at least two consequences suffered by Mr. Greenjeans when failing to fulfill personal household duties.

The illustration in Figure 5 depicts the various levels found in the Goal-Objective Hierarchy. Each statement is derived from the statement preceding it.

A second example illustrating the development of the Goal-Objective Hierarchy is found in Figure 6. In this example, social studies is the subject matter used to show how subject goals, competencies and instructional objectives can be developed from the same broad school goal found in Figure 5.

While the Goal-Objective Hierarchy is only the first step in the six steps found in the School Curriculum Model, it should be considered one of the most important steps. There are several advantages for the rural school who used the Goal-Objective Hierarchy:

1. Development of curriculum can become systematic since all personnel recognize the purpose and direction of the school. The staff and school district recognizes the collective responsibility for facilitating the attainment of projected student outcomes.
2. The relationship between the purpose and direction of the school and the individual teacher can be more easily identified. The teacher can understand how individual instructional responsibilities

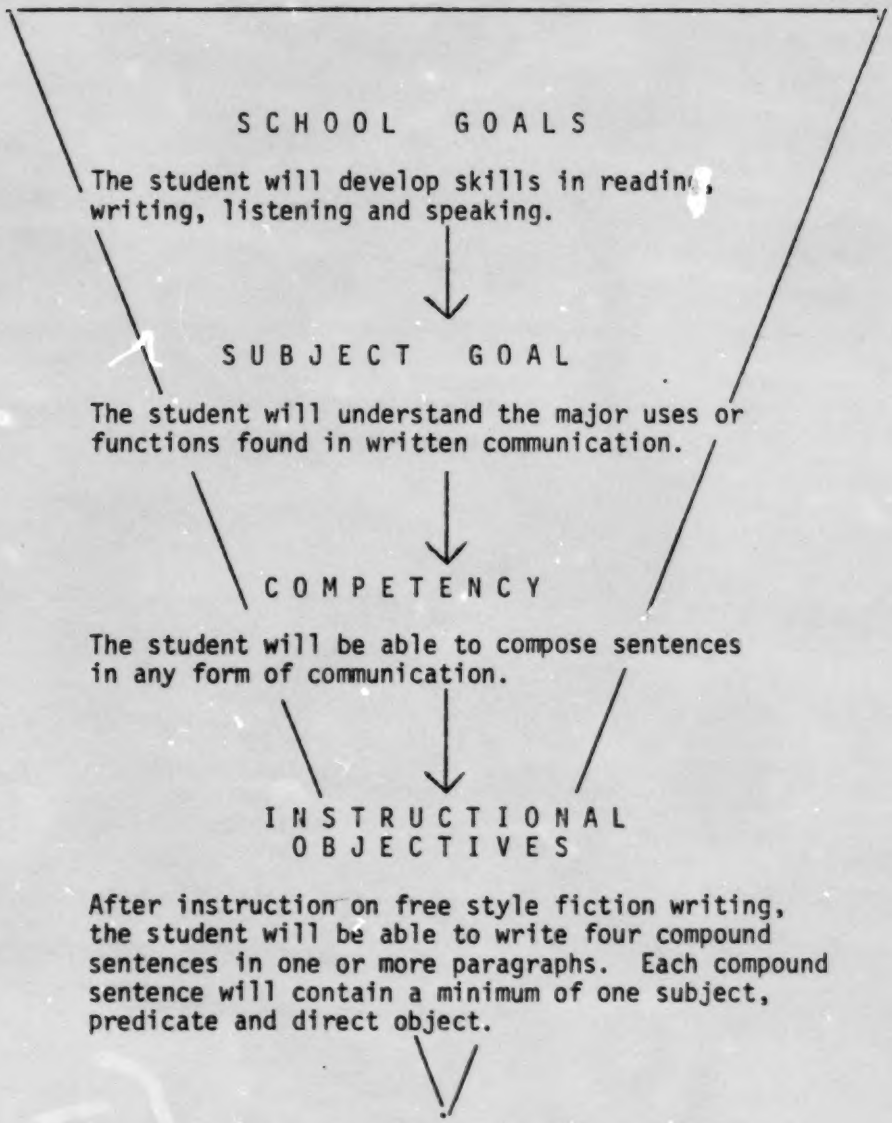
SCHOOL GOALS
The student will develop skills in reading, writing, listening and speaking.
SUBJECT GOAL
The student will understand the major uses or functions found in written communication.
COMPETENCY
The student will be able to compose sentences in any form of communication.
INSTRUCTIONAL OBJECTIVES
After instruction on free style fiction writing, the student will be able to write four compound sentences in one or more paragraphs. Each compound sentence will contain a minimum of one subject, predicate and direct object.

ILLUSTRATION OF THE GOAL-OBJECTIVE HIERARCHY USING LANGUAGE ARTS

Figure 5

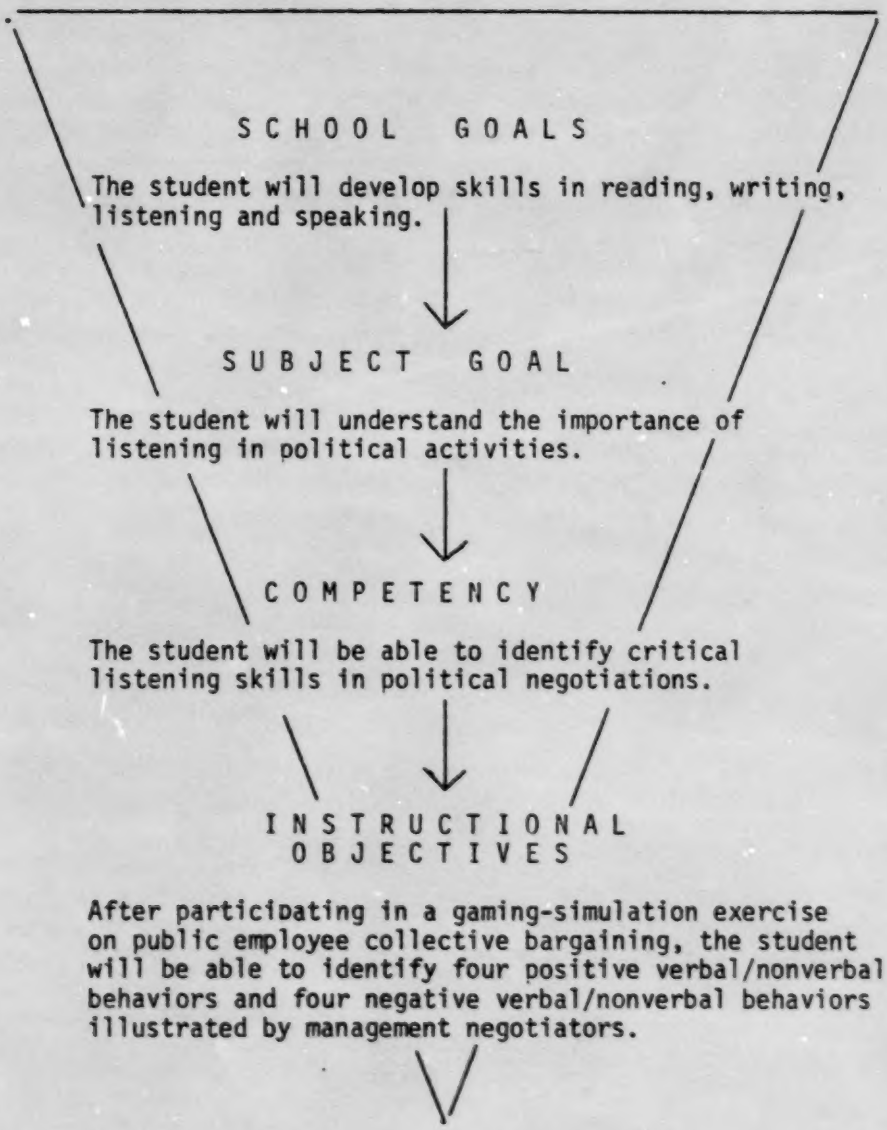
SCHOOL GOALS
The student will develop skills in reading, writing, listening and speaking.
SUBJECT GOAL
The student will understand the importance of listening in political activities.
COMPETENCY
The student will be able to identify critical listening skills in political negotiations.
INSTRUCTIONAL OBJECTIVES
After participating in a gaming-simulation exercise on public employee collective bargaining, the student will be able to identify four positive verbal/nonverbal behaviors and four negative verbal/nonverbal behaviors illustrated by management negotiators.

ILLUSTRATION OF THE GOAL-OBJECTIVE HIERARCHY USING SOCIAL STUDIES

Figure 6

relate to the total design and purpose of the school.

3. Monetary allotments to departments or subject areas can be more readily made on the basis of existing school needs to accomplish goals rather than who or what subject area can plead the best case for funds.
4. The selection of school curriculum textbooks and related mate ials can be more easily made on the basis of how well the print and nonprint materials will assist the school in accomplishing established goals.
5. The development of staff development (inservice) activites can be directly based on the established needs expected by the student outcomes found in the Goal-Objective Hierarchy.
6. The nature and design of the physical facilities can be determined by using the Goal-Objeciive Hierarchy. Development of physical facilities should be based on how well it will facilitate the achievement of established goals rather than developing a curriculum which fits existing physical facilities.[11]
7. The hiring of new faculty members can be based on the needs delineated in the Goal-Objective Hierarchy. Any consideration of new faculty should be based on how well that potential faculty member will assist in achieving the established school Goal-Objective Hierarchy.

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[11] Gerald D. Bailey, "Relating Curriculum to Facility Planning," Educational Considerations, (Winter 1976), pp. 14-18.

8. The established Goal-Objective Hierarchy can assist the school district in avoiding serious problems of unplanned overlap and content voids.
9. The Goal-Objective Hierarchy can provide the school district with a frame of reference which they are able to use to docueemt their accomplishments.

The identification and use of the Goal-Objective Hierarchy takes on special significance for the rural school since they can use standards for judging their accomplishments by the quality of the product (student) as opposed to being judged on the size of the school or limited number of students graduating from that school.

STEP TWO: DETERMINING SCOPE AND SEQUENCE

Scope and sequence is a written plan for specifying what is to be taught (scope) and when that content/concept is to be taught (sequence). The purpose of developing a scope and sequence document is to allow the school district to become systematic in identifying, specifically, what things should be offered in the curriculum as well as the order of these concepts.

Activities involving the development of scope and sequence charts are usually directed by the curriculum director in the school district and these written plans may or may not be included in the school district curriculum guide.

One of the major arguments used by rural school districts who do not use scope and sequence charts is that they make for a rigid curriculum. In other words, once subject matter concepts and sequence of those concepts

are spelled out, the curriculum becomes inflexible or permits little creativity. Other rural school districts advocating the use of scope and sequence charts argue that it is imperative to be able to identify what is being taught and when it is offered in the K-12 continuum. It is only when the scope and sequence document is identified and used that planned learning can occur throughout the total curriculum. While it may be impossible to lay this argument to rest, scope and sequence does offer some substantial advantages to curriculum developers in the rural school district. These include:

1. Duplication of taught concepts can be eliminated through a systematic development and use of scope and sequence charts. Planned concept overlap becomes a positive outcome of scope and sequence and unplanned overlap can be eliminated. Determination of those concepts that need to be repeated or reemphasized can lead to greater student learning and satisfaction as they progress from one grade to the next.
2. The mere identification of what concepts are taught and when they are taught can provide a wealth of information to other teachers in the school district. This process allows coordinated utilization of teaching print and nonprint materials that would be impossible without the scope and sequence document.

Usually, scope involves a delineation of those subject taught in the curriculum including language arts, social studies, mathematics, industrial arts, science, etc. While specific formats of scope and sequence charts vary a great deal, they usually depict the specific concepts taught within a given subject matter area. In Figure 7, we see a scope and sequence

chart for reading library and study skills found in language arts. The listing of concepts denotes those areas which receive greatest emphasis while the mark at each grade level signifies when the concept is introduced or reintroduced in the curriculum.

Another example of a scope and sequence chart can show the school goals and when they are being emphasized in the different subject matters for the entire school. The illustration in Figure 8 includes a partial listing of the school goals. The number of each subject area denotes the grade level where the school goal(s) is being addressed.

The Four Tests for Determining Scope

In developing the scope of curriculum, four different tests need to be applied to determine how useful these concepts are in the curriculum:

1. Does scope meet the test of time? Scope is only valuable when the concepts being taught are deemed necessary or critical to student competence. In short, they are time proven. Thus, the question must be posed: Has the concept been documented as essential to student success?

2. Is the content or concept useful vocationally? If certain learning experiences will assist the students in the future as it relates to a choosen field of work, then the content can be considered to be worthwhile in the curriculum.

3. Is the concept useful culturally? If the learning experience provided in the curriculum is beneficial to the student in understanding or contributing to society, then scope meets the third test. While some concepts may be more abstract than others, their inclusion in the scope is equally important.

	Language Arts	Art	Math	Science	Social Studies
1. Citizenship	1 2 3 4 5			4	1 7 9 12
2. Creativity	1 2 4	7 9	4 8	2 4 6 8	3 5 7 11
3. Social Skills	K 1		6	8	10 12
4. Self-Reliance	K 3 4 5	6 10	7 8	9 11	9 12
5. ----------					
6. ----------					

SCOPE AND SEQUENCE CHART USING SCHOOL GOALS

Figure 8

4. Does it fulfill an immediate or future student need? This is a critical dimension of scope. If teachers can not determine the current value or future relevance of the concept, then the value of the concept will not be apparent to the student. Students should be able to value what they are learning at the present time as well as value it ten or twenty years from today. Relevance must be determined for each concept found in the scope.

The Four Tests for Determining Sequence

In developing the sequence in the curriculum, four different tests also need to be applied:

1. At what grade level is the concept best taught? If certain student skills are needed at a given point in the curriculum, then the concept can be offered at the grade level where the skill(s) is needed. For example, if typing skills are needed at the seventh grade level, then that might be the logical place in the curriculum to offer typing.

2. What needs exist for the student in the curriculum? One of the most reliable measures for determining needs in the curriculum is student testing. Standardized tests for diagnostic purposes provide an excellent method for determination of sequence. Student strengths and weaknesses can be identified and used tn determining when certain concepts should be introduced or ordered in the curriculum.

3. When is the concept most logically taught? A determination when concepts are best taught can be found within the discipline itself. Subject matter organization is often based on simple-to-complex understanding. Basic concepts can become the foundation or the building

blocks upon which other more complex concepts are taught. One example to illustrate this concept can be found in social studies where the discipline is often taught according to the students' expanding knowledge of their environment: home--school--city--state--national and international. The students' increasing awareness of the environment becomes a method of sequencing the content/concepts taught in that discipline.

4. What does research say about the sequencing of content? Determination of when subject matter concepts should be taught must also include a careful review of what research evidence exists. The outstanding work of Piaget, Bloom and Bruner as well as other researchers can be invaluable in determining the sequence of concepts in the curriculum.

STEP THREE: DEVELOPING CURRICULUM GUIDES

The first two steps of curriculum development involving the establishment of the Goal-Objective Hierarchy and the identification of scope and sequence are critically important. However, the development of curriculum guides (step three) is essentially the embodiment of the work done in the first two steps. Curriculum guides are developed for the teaching faculty who carry out the day-to-day operation of the curriculum.

The ebb and flow of curriculum concerns is probably best illustrated in the cycle of favor and disfavor that has befallen curriculum guides over the years. Historically, as well as at the current time, the rural school distirct appears to have a definite need for curriculum guides. In many rural schools, the elementary teacher has the responsibility of teaching four or more subjects, within two or more grade levels. Likewise,

the rural secondary teacher may be responsible for two or three subjects at more than one grade level. The demand for breadth and depth placed on the teacher is very great. These content and process demands would seem to necessitate the need for a document which would be used to guide teachers in determining: (1) concepts to be taught, (2) when those concepts should be taught, (3) possible methodologies used to teach the concept and (4) those print and nonprint resources available to teach these concepts in the curriculum.

Not all rural schools will see the potential value of curriculum guides. For some schools the development of curriculum guides is a costly financial venture as well as a time consuming activity. However, curriculum guides can be the most important feature of the total curriculum. For this reason, it is imperative that the rural school carefully consider three basic questions about curriculum guides:

1. What is the intended purpose of the curriculum guides?
2. What type of guide is needed?
3. How the guide will be used by the school?

What is the purpose of the curriculum guide?

One of the most important steps in the development of curriculum guides is to determine the purpose of the curriculum guide. Curriculum guides can be developed so that the total curriculum is graphically displayed in one written document and is used principally by teachers. A second type of curriculum guide can be used as a clarifying document (i.e., What is our mission?). This type of guide is used by administrators and teachers and shared with parents, students, school board and lay people.

The curriculum guide may also be created to serve both purposes.

Unless teachers value the purpose of the guide and value the importance of participating in planning and developing a curriculum guide, the document will never be used as it was intended. Additional specific purposes may need to be considered by curriculum developers before engaging in curriculum guide activities. Some of these purposes include:

1. To remove haze or uncertainity found in the curriculum.
2. To use for planning and implementing scope and sequence.
3. To use for coordinating efforts within or among departments or between and among attendance centers.
4. To use as a basis of selecting, planning and evaluating curriculum texts and materials.
5. To use as a technique for selecting, improving and evaluating instructional strategies.

What type of curriculum guide is needed?

It is difficult to prescribe one format which will meet all needs for the rural school. The type of curriculum guide is dependent on the purpose of the guide. With this in mind, the following elements should be considered:

Foreword: This section is a narrative which indicates the purpose of the curriculum guide and how the guide should be used by teacher and administration.

School Philosophy or Goals: This section identified the school district's purpose and aims in its curriculum. The narrative often communicates the ultimate design and direction of the school. The use of the school goals (see Goal-Objective Hierarchy) in this section is sometimes included as well as the sequential ordering of each goal according to priority in the school curriculum.

Teaching Methodologies: A section of the curriculum guide may include a description of teaching methodologies used by the teachers in all grade levels. This section includes descriptions of various methodologies such as inquiry, small group, lecture, instructional modules, contracting as well as other methods employed. The narrative would enable the reader and user to determine what kind of means were being employed to reach the previously identified student outcomes in the curriculum guide.

Learning Styles: A number of curriculum guides provide an overview of those learning styles commonly observed in students by the teachers. An explanation of how the staff is trying to meet different student learning styles can be helpful to the reader and user of the document.

Content or Concept Outlines: By far, the most common feature of curriculum guides is an outline of content or concepts being taught in the different subject matters. Too often, however, this is the only element found in curriculum guides. The inclusion of this section in tne curriculum guide is important because it represents a more detailed explanation of the scope and sequence of all subject matters taught in the curriculum. The articulation of content or concepts from K-12 is illustrated in these content or concept outlines.

Media: Print and Nonprint: A major section of the curriculum guide can include a series of resources materials currently being used in the school district including print and nonprint materials. This section becomes invaluable for curriculum leaders in determining not only what materials are available but also the value of these materials in the various subject matter areas.

Community Resources: Many school districts are located in a community with a virtual storehouse of information that can be used in the various subject matters. Resource speakers, materials found in the community, and locations of interest can be catalogued in the curriculum guide.

Evaluation Procedures: While this element is not as common as other elements in the curriculum guides, specific activities involving how the curriculum guide will be evaluated can be an important inclusion. Procedures for updating and revising the guide can be extremely helpful in preventing the curriculum from falling into disuse.

Instructional Objectives: Instructional objectives are not often found in curriculum guides since they are developed by the indivdual teachers. The specificity of instructional objectives and the sheer number of instructional objectives normally prohibits their inclusion in the curriculum guide. While the identification of instructional objectives is a necessary step for the teacher in the Goal-Objective Hierarchy, the identification and inclusion of instructional objectives in the curriculum guide need not be viewed as absolutely essential. The responsibility is probably best left to the individual teacher and logically integrated into daily or weekly lesson plans.

How will the curriculum guides be used?

Hopefully, the guide will be developed with the intention that it will be used on a daily or weekly basis. Selection of concepts, methods and materials should be an on-going process in curriculum development. However, one of the fundamental reasons for use or nonuse of curriculum guides often lies in the curriculum guide format. The format used for

organizing the guide should be one that promotes and encourages the use of the curriculum guide. Provision of typewritten curriculum guides which allows adequate margin space permitting the teacher to react with personal notes, reactions, suggestions is extremely helpful. This technique will encourage daily and weekly use of the guide by the teacher.

Second, the curriculum director and steering committee should schedule regular meetings to discuss adequacies and inadequacies of the curriculum guide. Their regular scheduled evaluation process will usually promote greater use of the curriculum guide.

Third, it is helpful if the curriculum guide is bound in a loose leaf fashion. This will allow for the addition and deletion of materials on a regular basis throughout the year.

Unfortunately, rural school districts are notorious for allowing their curriculum guides to fall into disuse. Those rural school distircts choosing to produce curriculum guides should be aware of reasons which contribute to the disuse syndrome:

1. The curriculum guides were developed with little or no input from the intended users of the guide. As a consequence, the direct involvement of the subject matter committees in the development of curriculum guides is extremely important.

2. The curriculum guide materials from other school districts were used instead of developing materials specifically for the users of the guide. The very nature of materials, goals and resources differ significantly from one school district to another. Hence, the relevance and useability of materials for one district may be quite different from another school district.

3. The development of curriculum guides included the identification of irrelevant, disorganized or impractical materials. The mere existence of guides does not insure their use. They must be designed by the teacher for actual use. The amount of time, energy and consideration given to guide content will weigh heavily upon whether the curriculum guide will be used.

4. The curriculum guides were built around texts in specific subject matters. No single text or series of texts can possible meet all the needs of subject matters found in the school district. The curriculum guide materials must be organized around the goals established for the school district.

5. Curriculum guides which were structured or designed by consultants without involvement by the staff. Curriculum guides should be built by the people who are going to use the guide rather than by a consultant. The individual teachers should be responsible for identifying resources, materials and experiences appropriate for the learners in that school. Consultants can play a vital role in assisting the faculty but should not be given the authority to create the curriculum guide.

6. The curriculum guides were written for only one segment of the K-12 curriculum. Curriculum guides should be viewed as a K-12 endeavor. Too often curriculum guides are written for only one portion of the curriculum--either secondary or elementary. This does not mean that curriculum guides are ill-designed or inappropriate when grouped within the total curriculum such as K-4, 5-8 or 9-12. However, careful consideration should be given to the coordination between and among these individual curriculum guides. Without a total view of the K-12 spectrum, the curriculum can remain fragmented and disjointed.

STEP FOUR: IMPLEMENTING THE CURRICULUM THROUGH CLASSROOM INTERACTION

The day-to-day teacher-student functioning in the rural classroom is where the actual implementation of the curriculum is carried out. Therefore, it is important to be able to trace the teaching-learning activities found in classroom activities back to the school goals, subject goals and competencies established by that school district.

Each teacher has a responsibility to establish a plan for accomplishing the outcomes specified by that school district. The rural classroom teacher's responsibilities can be categorized into three major areas: planning, conducting and evaluating. The exact nature of these responsibilities include:

Planning: The identification of outcomes expected of each student as it relates to specific discipline. These activities usually include the use of formal/written or informal/ unwritten lesson plans. The use of instructional objectives is a major feature of instructional planning.

Conducting: The selection of instructional methodologies and materials which are based on the student's learning style. It is at this point, that the actual implementation of curriculum occurs.

Evaluating: The selection of appropriate testing material which measure student outcomes. The teacher is responsible for testing the student to determine how well the student achieved the pre-determined school outcomes.

It is beyond the limits of this chapter to discuss the detailed classroom activities and responsibilities of the rural classroom teacher. However, it is important to recognize that the effectiveness of the curriculum is often best observed in the teaching-learning environment. In short, success or failure of curriculum implementation is in the day-to-day classroom activities which involves the teacher teaching and the student learning.

STEP FIVE: IMPLEMENTING CURRICULUM EVALUATION ACTIVITIES

Evaluating the curriculum is not an easy task in rural school districts. Factor of geographic isolation, limited staff and multiple responsibilities compound the problem. Available finances, resource personnel and isolation from external expert assistance all play a part in the decisions regarding the kind of curriculum evaluation necessary. However, if curriculum leaders implement curriculum procedures systematically, evaluation should become a natural outcome of curriculum development. Curriculum evaluation can be achieved in several different ways:

1. The employment of evaluation measures which assess the accomplishments of the Goal-Objective Hierarchy is one of the most basic methods in evaluating curriculum. How well has the Goal-Objective Hierarchy been achieved? To accomplish this task the curriculum leaders must assess the individual accomplishments at each level: school goals, subject goals, competencies and instructional objectives. This type of evaluation is conducted by use of surveys directed by the curriculum director, steering committee and subject area committees.

2. The use of standarized tests is another method which can be employed to evaluate the curriculum. The status ranking of students in terms of cognitive achieve ent are a measurement of the school districts effectiveness. However, it should be pointed out that standardized tests do not evaluate the total school curriculum. They only measure how well the students retain subject matter and this achievement score is merely a comparison to other students throughout the United States. Other kinds of test measurement of the total child may be necessary.

3. Written systematic feedback from students, parents and teachers canbbe utilized to evaluate the curriculum. Questionnaire surveys asking for pointed feedback can be used as a method of curriculum evaluation. Questionnaires and conferences need not be in written form exclusively. Oral feedback channeled in the form of open meetings and conferences can be used as effective evaluation measures of the curriculum.

4. Detailed studies of current students as well as graduated students can be a valuable method of curriculum evaluation. This type of curriculum evaluation data is different than obtaining follow-up demographic data.

Detailed information can be obtained from students which assess how well the curriculum is assisting or has assisted students in their daily life.

5. One of the most effective forms of curriculum evaluation is the use of accredition evaluations by national agencies. Accrediting team visitations can be a comprehensive approach in determining curriculum effectiveness. Essentially, the value of accrediation activities is the self-evaluation required as a preliminary acti ity prior to the team's visitation. Much of the curriculum evaluation is accomplished by the faculty and administration through self-evaluation measures.[12]

STEP SIX: IMPLEMENTING CURRICULUM REVISIONS BASED ON EVALUATION FINDINGS

Curriculum revision must be considered a natural outcome of evaluation. However, it is important for the rural school district to remember that curriculum revision is the latter step in the total model of curriculum development rather than the first step. Secondly, it is important to remember that curriculum revision(s) must be based on a solid foundation of data which suggests the need for revision.

Curriculum revision necessitates changes that affect those people directly associated with the curriculum. Acceptance of curriculum revision(s) is directly related to how well the school district values and understands the other five steps necessary in curriculum development. As a consequence, there are four major factors to keep in mind when initiating curriculum revisions:

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[12] J. Harvey Littrell and Gerald D. Bailey, "The Accreditation Process: Focusing on the Advantages," National Association of Secondary School Principal's Bulletin, September 1976, pp. 68-70.

1. Curriculum revision must be perceived by curriculum workers as a method leading to curriculum improvement. Curriculum development is the process of change. The curriculum is the very blueprint which equips students to become functional citizens in society. If this systematic development of student competency is to occur, all school personnel must recognize the necessity of change. Equally important, they must recognize that curriculum change can not afford to be erratic; change occurs in an orderly fashion.

2. Curriculum revision will never be fully imolemented without an appreciation and understanding of the various steps of curriculum development. Holding actions will inevitably be initiated by faculty who do not value or understand the steps of curriculum. Holding actions are observed when curriculum workers impede progress by refusing to participate or become involved in curriculum activities. Ultimately, the uncooperative behavior does not allow the curriculum change to occur.

3. Curriculum subversion is the alternative behavior to a holding action for those curriculum workers who do not understand and appreciate curriculum development. While subversion is quite close to a holding action behavior, subversion involves planned activities which block curriculum revision. These plans usually involve redirecting activities to make the curriculum process unproductive.

4. Curriculum revision will never occur without the fostering and developing of leadership in the curriculum ranks. Acceptance of curriculum revision requires strong leadership. This involves leaders who are willing to place value on the progress of the total curriculum. This requires

curriculum workers who are self-directed and motivated. The time spent on cultivating leadership in curriculum workers ultimately leads to a much greater acceptance of change and productive change leads to curriculum improvement.

If rural schools are to maintain their identify and autonomy in 1980's thy must have a complete working knowledge of curriculum development. This means knowing how to identify and implement a Curriculum Leadership Hierarchy which can employ the necessary steps in curriculum development. The very existence and improvement of rural schools depends on how well they can specify their mission to verify their accomplishments. Those rural school districts which are committed to improving their role in an ever increasing complex society will need to give attention to enhancing their curriculum structure. With insight, and careful curriculum planning, rural schools can assume a leadership role in American education. Without a comprehensive understanding of curriculum, rural schools are doomed to a fate of being subsumed under urban school domination.

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